



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Mylnhurst Preparatory School and Nursery**

**February 2022**

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### School's Details

<b>School</b>	Mylnhurst Preparatory School and Nursery			
<b>DfE number</b>	373/6017			
<b>Registered charity number</b>	1056685			
<b>Address</b>	Mylnhurst Preparatory School and Nursery Button Hill Ecclesall Sheffield South Yorkshire S11 9HJ			
<b>Telephone number</b>	0114 2361411			
<b>Email address</b>	enquiries@mylnhurst.co.uk			
<b>Headmistress</b>	Mrs Hannah Cunningham			
<b>Chair of governors</b>	Mr Asif Husain-Naviatti			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	169			
	<b>EYFS</b>	40	<b>Prep</b>	129
<b>Inspection dates</b>	22 to 25 February 2022			

## 1. Background Information

### About the school

- 1.1 Mylnhurst Preparatory School and Nursery is an independent co-educational day school situated in Ecclesall. It was founded in 1933 by the Roman Catholic Sisters of Mercy. In 1996, under lay management, it became a company limited by guarantee and a registered charity. The directors of the company work as a governing board. The school comprises an Early Years Foundation Stage (EYFS) for children aged 3 to 5 years, and the Prep department, for pupils aged 5 to 11 years.
- 1.2 The current headmistress was appointed in September 2020 and the current board of directors was appointed in February 2022.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 During this period of closure the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.10 The school aims to provide a nurturing and secure environment that places well-being at its heart. It seeks to inspire pupils in their learning through rich, broad, and balanced experiences within and beyond the classroom, and to instil in pupils a sense of responsibility as local, national, and global citizens. It aims to enable pupils to achieve their goals by cultivating confidence, resilience, and growth mindset within a challenging and supportive Christian community.

### About the pupils

- 1.11 The majority of pupils come from professional and business families of British origin who live within a ten-mile radius of the school. Nationally standardised data supplied by the school indicates that the ability of the pupils is above average for those taking the same tests nationally. The school has identified 34 pupils as having special educational needs and/or disabilities (SEND), 30 of whom receive additional support from the school. Two pupils have an education, health and care plan (EHC). Three pupils have English as an additional language (EAL). Data used by the school have identified four pupils as being the more able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 National Curriculum tests in the years 2017 to 2019 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5 – Premises of and accommodation at schools**

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils have extremely positive attitudes to learning and are enthusiastic and hardworking.
- Pupils are excellent communicators, both orally and in writing. They listen and respond maturely, both to their teachers and each other.
- Pupils of all ages display excellent knowledge, skills and understanding across the curriculum and achieve highly in both academic and other areas.
- Pupils' study skills are not applied consistently strongly across all subjects and years.

3.2 The quality of the pupils' personal development is excellent.

- Pupils' spiritual understanding and appreciation of non-material things is particularly highly developed.
- Pupils are courteous and polite. They accept responsibility for their own behaviour and show respect for cultures other than their own.
- Pupils' social development and collaboration skills are excellent. Their relationships with each other are kind and caring.
- Pupils throughout the school demonstrate a high level of self-confidence and resilience and they have a deep understanding of how to improve their own learning.



## Recommendation

- 3.3 In the light of the excellent outcomes, the school may wish to consider the following improvement:
- Enable pupils to extend their skills in applying independent thought, analysis, and synthesis of ideas across the curriculum.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Throughout the school pupils make excellent progress over time and achieve highly in all areas. This is confirmed through lesson observations, scrutiny of pupils' work, and the school's own assessment data. Pupils have enjoyed considerable academic success in recent years, gaining places and scholarships at their first choice of senior school, many of which have rigorous academic selection criteria. In the Early Years Foundation Stage (EYFS), all children make rapid progress in relation to their starting points. The majority attain well above national age-related expectations by the end of Reception. Next steps in learning are clearly identified and shared with pupils and parents to ensure a co-ordinated approach. Pupils with SEND make equally good progress, and often outperform expectations, thanks in part to the effective specialist support they receive. Excellent progress was seen in most lessons. For example, EYFS children rapidly assimilated the correct names for 3D shapes such as cones, cylinders, cubes and spheres. Pupils' progress is enhanced throughout the school by the very detailed and thorough tracking and monitoring systems that enable teachers to tailor teaching and tasks to individual needs. Almost all pupils felt that teaching enables pupils to learn and make progress.
- 3.6 Pupils develop excellent knowledge, skills and understanding across all areas of learning, including aesthetic and creative education, in response to the well-planned and broad curriculum. In the EYFS children made rapid progress in distinguishing 'ow' sounds and were able to apply these in sentences. They recognised that sometimes the same letters could produce different sounds depending upon the sense of the word. In a performing arts class pupils showed considerable skill when interpreting a piece of performance poetry about Pompeii into movement and poses. In ballet, pupils displayed grace and poise while moving to the music. In almost all teaching, well chosen, challenging tasks and probing questions, all informed by strong subject knowledge, encourage pupils to think deeply about issues. Pupils who spoke to the inspectors said that they value the detailed written and oral feedback provided by teachers. Most said that they feel that this support and encouragement helps them to become better learners and know how to improve in their work. Pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations. For example, in a mathematics class, prep pupils completed a timeline which required recalling previously learnt techniques. School leaders contribute to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of academic success. In the questionnaire, most parents agree that the school benefits from strong governance, leadership and management. Almost all pupils who responded to the questionnaire agreed that their skills and knowledge improve in lessons and that their teachers help them learn.
- 3.7 Communication skills throughout the school are excellent. Pupils are confident and articulate speakers, and enthusiastically embrace opportunities for public speaking. This includes presenting reports in assemblies and delivering speeches they have prepared as part of the process for selection onto the school council. They are fluent readers and enjoy reading aloud in lessons and broaden their understanding by engaging with suitable classroom texts and exploring literature from the school library. Reception children have a good understanding of the sounds letters make and their writing and speaking skills develop rapidly as they grow in confidence and maturity. Pupils write fluently in a range of registers. For example, young prep school pupils were adept at constructing complex sentences using their secure knowledge of the sounds that letters make. As pupils progress through the school, they write with increasing fluency and sophistication. For example, older pupils use

sophisticated adjectives, adverbs, metaphors and similes to create an eerie atmosphere when describing a walk through a wood. Pupils use technical language confidently and competently. Younger prep school pupils used appropriate mathematical terms such as triangles, squares or crescents to explain their choice of shape, while older pupils used the correct terminology in geography to describe variations between countries.

- 3.8 Pupils are highly competent mathematicians, successfully using their excellent calculation skills both in mathematics and across the curriculum. Children in the EYFS can count with confidence to 15 and can accurately add and subtract and recognise written numbers. Prep school pupils demonstrate outstanding mathematical reasoning. For example, senior pupils were able to explain clearly what strategies they had used to make sequences following in a pattern when expressing each number in its simplest form. Younger pupils were able to apply their learning from the previous lesson and showed that they could write the time in words to the nearest minute. Older pupils confidently tackled problem-solving activities using quadrants showing a clear understanding of the topics covered and could explain their working clearly. More able mathematicians compete successfully in national mathematical competitions. Pupils are comfortable using their skills across a wide range of other subjects such as when weighing ingredients in cookery, or drawing graphs in geography.
- 3.9 Pupils of all ages competently use a broad range of information and communication technology (ICT) skills, as well as specific computing skills such as coding. The range and complexity of their skills increase as they move through the school. Younger prep school pupils hugely enjoy using a computer program to test their knowledge of times tables and in English pupils competently use their iPads for online quizzes. Older pupils are adept at using spreadsheets and can create and embed graphs within text. This was seen in a comparison of different countries' human and physical features in geography and a study of Frida Kahlo in art. Pupils' use of ICT for remote learning has strengthened their familiarity with a range of programmes and strengthened their ICT skills.
- 3.10 Pupils throughout the school become increasingly confident in the development of their study skills. Children in the EYFS develop good study skills as they engage in independent and collaborative learning. Older pupils relish opportunities to work collaboratively. For example, Year 6 pupils worked in pairs on a quiz to enhance their understanding of bullet points and groups. Research skills are developed through a range of independent tasks with an element of choice. For example, in a religious education (RE) lesson pupils were challenged with leading a role play activity which they worked on without requiring adult support. Pupils utilise their analytical skills through hypothesizing, encouraged by well-directed questions from their teachers. For example, in a Year 5 mathematics lesson, pupils took responsibility for their learning and used the resources available to develop their skills and extend their knowledge of plotting coordinates on a quadrant. However, the development of study skills is inconsistent throughout the school. In English, pupils are given many opportunities for free writing. Their work demonstrates excellent imagination, a wide vocabulary and accurate use of grammar. Comprehension exercises provide pupils with the chance to develop their analytical skills. However, in other subjects, opportunities for pupils to develop their study skills are rare with fewer opportunities for independent research and writing. Higher order thinking skills such as devising hypotheses, analysing and synthesising data are less well developed because much use of worksheets restricts pupils' ability to develop their independent thoughts and ideas.
- 3.11 Pupils are successful in an extensive range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme, good sports facilities, and specialist sports coaching. Teachers' encouragement empowers this achievement through enrichment activities which challenge pupils to develop skills beyond the classroom. Pupils are successful in individual external music examinations. Drama is an important part of school life with many pupils enjoying success in speech and drama examinations and in school plays. School teams of all ages are successful in a variety of local and national competitions, and talented pupils represent regional and county teams in a range of sports, including hockey, cricket, and particularly cross-country running. Pupils have also enjoyed success in maths competitions.

- 3.12 Pupils are enthusiastic and ambitious learners, with a genuine desire to succeed. They are curious and willing to learn new skills, and not afraid to take risks. Pupils recognise that making mistakes is part of the learning process. They are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. Mutual support between pupils is a strong feature of the school. This was seen in a prep mathematics class where pupils were very focused and engaged with set tasks in a purposeful manner, collaborating and sharing ideas appropriately. Throughout the school pupils challenge each other's ideas in a constructive way whilst being supportive and respectful of each other's views. A scrutiny of work from pupils across the school showed that all work was neatly presented and kept in a very orderly manner.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The quality of the pupils' self-understanding is excellent and is in accordance with the school's aims to provide a nurturing and secure environment that places well-being at its heart. Pupils flourish and grow in self-confidence through the positive support they receive from class teachers and those who provide individual support. This allows pupils' personal qualities and characters to blossom. Pupils of all ages are very aware of where they are in their learning. They are helped in this by constructive marking and helpful oral feedback from their teachers. Older pupils' responses to written marking confirms that they know the steps they need to take in order to improve their own learning and performance. Peer assessment is used in most lessons and pupils say that critiquing the work of others helps them understand how they can improve their own work. Pupils develop resilience and perseverance from an early age. For example, Reception children showed much determination in their numeracy class and prep pupils persevered when converting decimals into fractions when this was found challenging.
- 3.15 Pupils practise and develop their decision-making skills from an early age. Reception children are able to select which activity they will do in lessons and at breaktime. Over time they become adept at making choices and are increasingly aware of the consequences of their decisions. Pupils make sensible choices about friendships. They deliberate carefully over which activities to join and whether they would benefit from attending a mathematics or English clinic to help with their academic progress. In personal, social and health education (PSHE) lessons pupils of all ages come to understand their own and others' emotions and how this can influence their actions and impact on those around them. When they get things wrong, a period of reflection with the headmistress enables them to reassess decisions made and think about the different actions they could have taken.
- 3.16 Pupils exhibit a deep spiritual awareness. They develop a good understanding of the world's major religions through an effective RE and PSHE programme and regular assemblies. Pupils consider philosophical and ethical concepts thoughtfully. For example, they reflected carefully on the concept of forgiveness after a study of the parable of *The Prodigal Son* in RE. Pupils have a strong appreciation of the non-material aspects of school life, as seen in prayer time when pupils gave thanks for things such as their friends, family and pets. School singing practice gave an opportunity for the whole school to come together where they sang with gusto and reverence before praying for world peace. Younger pupils enjoy the woodland learning environment which increases their appreciation of nature through activities such as constructing bird feeding stations and weaving a living hedge from willow. Pupils of all ages demonstrate a passion for the environment and an appreciation of their own surroundings through the thriving Eco committee.
- 3.17 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both towards each other and staff. In interview, pupils reported that there was hardly any bullying, and that when relationship issues arise between pupils, the school's effective pastoral care systems help them to resolve them. Notice boards display reminders about the 'golden rules' of being kind and gentle, as well as strong anti-bullying messages, reinforcing

the importance of consideration for others. Pupils develop strong relationships derived from the ethos of the school which is based on mutual respect, and kindness. For example, in a pre-prep lesson, pupils were quick to help when they could see others having difficulties organising the resources for the lesson ahead. Pupils have a clear understanding of right and wrong and take responsibility for their own behaviour. From the youngest age they are very mindful of the well-being of others and are considerate and caring in their relationships with peers and adults. All parents and pupils agreed that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered. They support and understand the school rules and behaviour policy. The development of their moral values begins in the EYFS where children learn to understand school and class rules, share, take turns and be polite to staff and each other. Pupils have all contributed to the kindness tree in the chapel by adding leaves containing thoughtful examples of things everyone could do to show kindness to others.

- 3.18 Pupils' social awareness is excellent, and this helps to create an extremely harmonious and happy community. This is engendered by the school culture which encourages relaxed relationships and social confidence. Children in EYFS were observed socialising happily together, working well with others in lessons and sharing toys at break times. Pupils collaborate well in every aspect of school life, both in lessons and elsewhere. In a mathematics class pupils, without being told to, took turns rolling dice to obtain random numbers, while in a ballet lesson older pupils assisted younger ones. Pupils acquire excellent social skills through the many opportunities the school provides to engage with others in joint ventures, for example in helping to design the new school playground. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. Pupils spoke very positively about working together as a team in sports competitions, and in residential trips where they take part in many team building exercises. All parents who responded to the questionnaire agreed that the school equips their child with the team working and social skills they need in later life, and all pupils said that the school helps them build positive relationships.
- 3.19 Pupils enjoy making a positive contribution to the school community through roles such as prefects and librarians. The active school council results in a very effective pupil voice which puts forward ideas for improvements in the school community, such as changes to the school food. The eco council considers ways in which the school can play its part in protecting the environment. Members of the council earned their Blue Peter 'green' badges through its focus upon 'plastic, power and plants'. Pupils are quick to stop and talk to anyone who is feeling lonely or sad. They show a mature understanding of how they can help those less fortunate than themselves, for example by raising funds and providing practical support for a range of local, national and international charities. In discussions about a home clothes day for Children in Need, pupils spoke about how they would bring in money to give to children who may not have food to eat.
- 3.20 Pupils show a good understanding of how to keep themselves healthy and stay safe. Almost all parents and pupils who responded to the questionnaire agreed that the school encourages them to learn about and adopt a healthy lifestyle. Pupils are aided in making healthy eating choices by the ready availability of fresh fruit and vegetables at mealtimes. The youngest children understand the importance of washing hands and eating a balanced diet. They discuss healthy lifestyles in PSHE lessons and visits from dentists explain how to care for their teeth. Pupils acquire skills to manage stress and maintain positive mental health through the school's mindfulness club and various relaxation sessions. All pupils who responded to the questionnaire agreed that the school teaches them about safety. Pupils understand how to stay safe online, something which was regularly reinforced during the period of remote learning. Pupils appreciate the importance of physical fitness and enjoy both the formal sports programme and opportunities for recreation using the excellent facilities provided. In interview, all could name someone they could talk to should they have any worries or concerns.
- 3.21 Pupils' show much respect for others and strongly support the great value the school places on the importance of doing so. They show excellent appreciation of the cultural diversity that surrounds them

at school and within their local communities. Pupils' understanding is engendered by the strong school culture embodied by school leaders and governors. The school widens pupils' experience of diversity through PSHE and RE lessons which teach about different faiths and cultures. Pupils treat one another with kindness and consideration within a community that is calm, convivial and inclusive. Most parents and pupils who responded to the questionnaire felt that the school encourages an atmosphere of respect and tolerance. Pupils show a thorough knowledge of fundamental British values, which are developed through a comprehensive PSHE programme. In discussions, pupils showed an excellent understanding of what diversity, inclusion, and empathy mean in practice. They value not only themselves as unique and worthwhile people but others as well. They understand that another person's appearance, personality, quirks, beliefs, and interests bring something special to the world. The school supports this via its ethos and expectations of tolerance and kindness to all. These qualities are seen in the way that pupils joining at different times come together to make a happy and cohesive whole.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr William Ibbetson-Price	Reporting inspector
Mr Richard Raistrick	Compliance team inspector (Former vice principal, IAPS school)
Mrs Maria Edwards	Team inspector (Former head, IAPS school)